**CCSU Lesson Plan Template**

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| **Student Teacher: Allison Palmieri** | **Grade Level: 3** |
| **Lesson Date: October 1, 2015** | **Name of Lesson: Rainforest** |

**Common Core State Standard(s)**

With fun facts on the rainforest, students can cover a variety of information. Such as Heredity and Evolution 3.2- Organisms can survive and reproduce only in environments that meet their basic needs. As well as the deforestation of the rainforest can raise the issues of conservation and sustainability, as in Science and Technology in Society 3.4- Earth materials provide resources for all living things, but these resources are limited and should be conserved.

**Student Learning Objective(s)**

What is the intended learning outcome of this lesson? Be sure it is observable and includes clear criteria.

Consider if there are students who will require an accommodation or modification to meet this

lesson’s objective.

To learn about the rainforest and students will learn how to research, take notes, and find valid resources. This will also have student’s practice their reading and writing skills.

**Rationale for Objective: How does this lesson support previous and subsequent learning?**

It’s a great way for them to use technology as well as learn about fun facts of the rainforest.

**Assessment**

State the specific strategy (ies) and tool(s) used to collect the data for each SLO (i.e., essays, projects, quizzes, exit slip, worksheet, etc.). Are there students who will require an accommodation or modification to this lesson’s assessment?

Students will choose and research a topic that relates to the rainforest. Then will present the information to the class and must have a report that goes with the presentation. Students can present the information with a brochure, narrative, or PowerPoint. Students will use internet sources, books, and YouTube.

**Classroom Learning Environment Focus**

(i.e., standards of behavior, routines, procedures, group work, transitions, instructional arrangement, etc.). Explain specific needs

Students will work on the computer searching for only things that are for this project. There are specific procedures the students must follow.

**Instructional Model/Strategy**(i.e., concept formation, concept development, direct instruction, cooperative learning, inquiry, discussion model). Explain how you will best facilitate student learning through a specific model of instruction. Be sure to include a rationale for the chosen model(s). You may use more than one: With this lesson plan students are required to find research on whichever topic they choose. This will encourage them to discover information on their own which will lead them to feel connected to the topic and the issues that surround it. This idea of students discovering on their own and figuring out how to research is the inquiry and the concept formation strategy.

**Materials/Resources needed for this lesson**

Using a voicethread that will give facts on the rainforest. A YouTube video that lets students see the beauty and animals that live in the rainforest. Then students will use their own resources to present the information they find.

**Daily Formative Assessment**

How will you check for understanding and student achievement during the lesson?

I will be checking in on their progress throughout the assignment by asking them what animal they choose to look at and why. I will make sure they stay on task by looking to see they are on the right web pages needed to complete the assignment.

**Differentiating Instruction**

How will you differentiate to meet the needs of your learners (i.e., what you teach, how you teach, or how you will assess). Explain:

If a student can’t decide on an animal I will provide one to them. If the activity is too difficult I can have the students work in small groups or with a partner.

**Initiation**

Cite how you will engage and motivate learners, activate prior learning and present the lesson’s

objective.

Explain: A) What they will be doing and learning in the lesson; B) How they will demonstrate learning;

C) Why it is important to their everyday lives.

Through the voice thread they can interact with the information by listening and watching the images. They will demonstrate what they are learning through their presentations and their write ups. Being able to research information is extremely important for a student’s career. The more practice the easier it becomes. As well as this will have students working on their reading and writing skills too.

**Lesson Development**

Cite how you will provide opportunities for the students to construct meaning. List the steps/process you will follow. Be sure to identify how you will check for understanding and collect formative data. Differentiate for students who will require an accommodation or modification in order to be active participants in this lesson and state these strategies in the differentiation section above.

Utilizing the voice thread to have student’s interacting with the material. Then having them chose a topic that interests them that pertains to the rainforest. Followed by having the students play with ways to present and write up the information.

**Closure**

How will you question students in order to evaluate if the objective(s) was met? How will you question students to connect this lesson to previous and subsequent lessons as well as connect to their own lives? How will you question students to see the relevancy of the lesson by understanding the purpose/importance of the learning?

Using the rubric. As well as through the student’s research, the notes they took, and then through their write up will illustrate the information they learned and discovered.

**Reflection on Practice**

**Student Achievement** – Evaluate student learning based on collected data for each SLO for each group of learners. Identify how each group met the stated criteria in the SLO, including specific data for each SLO. Based on your analysis what would you continue or change about your teaching for the next lesson?

I think I would give my students a list of animals to choose from instead of having them try and kind one on their own.

**Common Core of Teaching Connection** – Choose an attribute from an indicator from Domains

1-4. Choose an attribute that was effective in your lesson. What specific evidence from the lesson supports this?

Choose an attribute that you would like to focus on. What specific evidence from the lesson supports the need to focus on the specific attribute? Suggest a strategy that you will try for the next lesson to address this need.

Classroom Environment, Student Engagement was used in this lesson so it would fall under Domain 1.

The students were engaged in conversation and using different tools and sharing ideas.